

## **The First Lesson of College Ideological Education Under Entrance Examinations Reform**

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**Abstract:** The landing of the new college entrance examination reform has played a correct guidance to disperse examination pressure of candidates, promote quality education and scientific selection of the talents for colleges and universities. At the same time, college freshmen exhibit new characteristics and problems. The lack of academic career planning for new high school students, they are not deep enough in learning some important basic subjects, and the differences between students are highlighted. In order to promote the growth of students, we should promptly provide the first class of ideological and political education, such as career education guidance, adaptation course for freshmen and academic help.

### **1. Introduction**

In December 8, 2016, at the national university ideological and political work conference, general secretary xi jinping pointed out that “In order to do well the ideological and political work in colleges and universities, we should be changed by times and situation. Following the law of Ideological and political work, education and growth pattern, constantly improve working ability and level”<sup>[1]</sup>. General secretary xi jinping's speech points out the direction for doing well the ideological and political work in colleges and universities in the new era. Under the background of the new college entrance examination, the freshmen show new characteristics in the aspects of ideology and practice. The ideological and political education in colleges and universities is faced new problems. This paper discusses how to start the first lesson of ideological and political education well under the situation of college entrance examination reform.

### **2. Reform Process of College Entrance Examination**

The national college entrance examination is an important examination for colleges and universities to select talents. It has been more than 40 years since the college entrance examination resumed in 1977. College entrance examination has always been a focus topic in the education circle and even the whole country. The total of examinees has also increased from 5.7 million in 1977 to 9.75 million in 2018. In the past 40 years, the reform of the college entrance examination has never stopped. There are about 40 times of the reform of the college entrance examination at all levels. The college entrance examination is also developing towards a more fair and scientific direction, playing a better role in selecting students for colleges and universities.

The Third Plenary Session of the 18th Central Committee of the Communist Party of China deliberated and passed the decision of the CPC Central Committee on several major issues of comprehensively deepening the reform. The conference proposed to promote the reform of the examination and enrollment system. Explore the relative separation of enrollment and examination, the multiple choices of students' examination, the school's independent enrollment, the organization and implementation of professional institutions, the government's macro management, and the social participation and supervision, so as to fundamentally solve the malpractice of “one test for life”.

As one of the major measures deployed by the central government as comprehensively deepen

the reform, the new round of national college entrance examination reform was launched in 2014. It was the largest, most comprehensive and systematic reform since the resumption of college entrance examination.

### **3. Reform Policies and Effects of the New College Entrance Examination**

In order to comprehensively carry out the education policy of the Third Plenary Session of the 18th CPC Central Committee, considering the students' healthy growth, fairness and equity in education, scientific selection, the new college entrance examination reform is mainly reflected in the following aspects.

#### **3.1 No Distinction between Arts and Sciences, Free Choice of Subjects <sup>[2]</sup>**

The new reform of college entrance examination gives universities and examinees greater autonomy. The subjects of college entrance examination adopt the 3+3 mode, and no longer distinguish between arts and sciences. Universities can set the subjects requirements according to the professional training program. At the same time, examinees can choose subjects according to their own interests and professional requirements of the target universities. They choose three courses from physics, chemistry, biology, politics, history, geography, technology (shanghai has no technology) as the selected subjects. Test scores of the selected subjects are assigned according to grade, and are recorded in total score with the scores of chinese, mathematics and foreign languages. The selective policy breaks the restriction of arts and science for the first time. Examinees can choose the combination freely, select dominant subjects, adopt good points and avoid shortcomings. It is beneficial for colleges and universities to cultivate talents with high comprehensive quality and compound knowledge. But at the same time, the policy still has many aspects to be perfected.

On the one hand, in order to get a higher grade in the selective examination, examinees will choose easier subjects. Such as physics, a more difficult subject, even if examinees are more interested, they will choose to give up<sup>[3]</sup>. In 2017, only 35.87% of the examinees choose physics in Zhejiang, a very low percentage. However, physics is a solid foundation of science and engineering, and the guarantee of national scientific and technological progress. On the other hand, limited by the number of middle school teachers and classes, examinees cater to the subject setting of administrative class for stable learning environment, and give up the choice passively. Moreover, the new college entrance examination gives universities the right to set restrictions on major selection. However, universities are still trying to find ways to balance the needs of majors and the limitation of student resources. They generally try to set up as few or no requirements for major selection as possible to avoid the shortage of student resources.

#### **3.2 Increase in Voluntary and Combination of Admission Batches**

In new college entrance examination, batches merge to break distinction of the admission level among colleges and universities. As of 2018, some provinces (municipalities directly under the central government) have successively consolidated the undergraduate admission batch. Zhejiang has no batch, and adopts segmented admission. Shandong, Hainan, Shanghai and other six provinces adopt the undergraduate admission batch. Hebei, Henan, Beijing, Jiangsu and other nineteen provinces retain the first batch and the second batch. There are still seven provinces such as Shaanxi and Jilin continue to adopt the traditional three batches.

Batch consolidation brings more voluntary choice, so examinees have more voluntary choices. For example, in Zhejiang Province, under the model of "major first college after", examinees can choose from 80 choices. In Shanghai, under the form of college professional group, examinees can choose from 24 choices. After the combination of Jiangsu's second and third batch, examinees has two more choices than in 2016.

The combination of batches makes examinees pay more attention to majors' strength and weaken the impact of the fame of university brand. At the same time, it can also promote colleges and universities to return to the education standard, pay more attention to the construction of subject connotation, and effectively improve the school running strength. The increase of college aspiration

also brings the confusion to the examinees and their parents. They should not only have an objective assessment of their own interests, but also have a sufficient understanding of the major of the university, which requires a lot of energy. On the other hand, there is no batch as the fraction bottom, high score examinees are likely to be admitted to the original third batch because of the mistakes in voluntary filling.

### **3.3 Multiple Examination Opportunities**

In the new college entrance examination, there are two opportunities for foreign language and elective courses examination in Zhejiang and Shanghai, which changes the malpractice of “one test for life” and “one hammer for sound” from the organizational examination form; the examinations are not centralized organized in June every year, which disperses the pressure of examinees. However, in order to occupy the current level or get a higher level, examinees usually take two examinations, which undoubtedly increase the burden of examinees, makes them constantly sprint, and violates the original intention of reducing examinees burden and improving their comprehensive quality.

Dispersion examinations results in adjusting their study time according to the examination schedule, they will specialize in a certain subject in a certain period.

### **3.4 Diversified Admission Methods**

In the new college entrance examination, examination is not only based on scores, but a comprehensive evaluation scheme of “two bases and one reference”. Specifically, it refers to the admission mechanism of selecting the best according to the unified examination results, the academic results, and the comprehensive quality evaluation of students. The non-traditional ways of college entrance examination enrollment are expanding, and the number of universities participating in independent enrollment, trinity enrollment and other comprehensive evaluation enrollment is also increasing. The reform of admission mechanism encourages middle schools to carry out quality education and improve students' comprehensive ability.

## **4. New Characteristics of Freshmen in the New College Entrance Examination**

### **4.1 Freshmen's Career Planning is Vague**

In order to follow the personality of examinees and meet the needs of their own inner need, examinees can choose their own subjects. Only when the selected subjects are consistent with the setting of major selection, examinees can fill in the major. Examinees in sophomore year decide to choose subjects, have the examinees considered what universities and majors they want to go to? Faced with the advance of academic career planning or even career planning, middle school is not fully prepared. Therefore, when students choose subjects<sup>[3]</sup>, they consider the difficulty of subjects first, and then consider personal proficiency and interest. The personal interest here may be limited to the interest of the subject, not the major in university and not the career interest.

Under the batch consolidation, filling up college entrance voluntary table becomes a game of wisdom. The strategies of voluntary given by mainstream media base on “no waste of score”, in accordance with the strategy of “sprint, stabilization and guarantee”, according to score only. It is difficult to consider college and major when implementing the strategy, examinees may rush into the famous school, but not the major of interest or good at. In addition, although examinees are admitted by their own choice, but they may not have a high degree of recognition and satisfaction with the admitted major. Take Nanjing University of Finance and Economics as an example, the number of new students who fail to report to school is about 1% every year. In the process of subject selection and voluntary filling, students' academic career planning are very vague, the recognition of universities and majors also need to be considered.

### **4.2 Students Basic Knowledge in High School is Weak [1]**

Generally, colleges and universities are very careful in setting up subjects and try to be loose as much as possible; students can also choose subjects freely. When freshmen enter the major, he may

find that some basic subjects required by the major are lack, which leads to their great difficulty in professional learning.

#### **4.3 Significant Differences among Freshmen**

The notice on doing well in the enrollment of general colleges and universities (Teaching 2018.2) points out to further promote the equity of enrollment opportunities in urban and rural areas; continue to support the central and western regions, and further improve the enrollment rate in central and western regions and populous provinces. All regions and universities improve the enrollment rate in rural and poverty-stricken areas. With the enrollment plan inclination of the central and western regions and poverty-stricken areas, the proportion of rural students will gradually increase. However, there are still differences of basic education and quality education between developed regions and poverty-stricken regions. After the students enter the university, facing the same professional training plan, training requirements and training objectives, the individual differences among the freshmen are prominent, which are reflected in the adaptability of the new environment, professional learning ability and personal quality improvement.

### **5. How to Teach the First Lesson of Ideological and Political Education in the Situation of College Entrance Examination Reform**

The ideological and political education of college should always focus on the student needs, solving the students' practical problems in growth, so as to really improve the persuasion and appeal, and ensure the pertinence and effectiveness of ideological and political education. In the context of the new college entrance examination reform, college freshmen show new characteristics. The first course of ideological and political education is an important beginning, and a powerful guarantee for the later ideological and political education. The first lesson of ideological and political education in colleges and universities can be carried out from the following aspects.

#### **5.1 Improve the Freshmen's Adaptability and Enhance Their Identity**

Students born after 2000 occupy the majority of freshmen. They are active in thinking and wide in knowledge. They are mainly the one-child, are spoiled since childhood and have weak ability of independent self-care. After they enter the university, the climate environment, dietary habit, cultural environment, cultural atmosphere, interpersonal atmosphere and learning habits are all testing the freshmen's adaptability. In addition, freshmen have very little understanding of university and majors, and the sense of identity and belonging to university is gradually obtained during university period. Adaptability directly affects the identity, and low sense of identity and belonging will bring a series of problems, which will affect the growth of students<sup>[4]</sup>.

The freshmen just got out of the high-pressure senior school and passive teaching mode, "nanny" life arrangement. They are about to face the independent learning and living, which may be difficult to master the initiative of study and life for a while. University should grasp the initiative to improve the adaptability of freshmen as soon as possible, strengthen freshmen's identity to schools and majors in a short period of time, so as to arouse students' internal subjective initiative and make them adapt to university. Try to release the relevant information about school, major and surrounding environment, constantly enhance the new students' understanding of the new environment before the registration. From freshman registration, we should organize freshmen and their parents to visit the school buildings, listen to professional introduction, student training plan and other symposiums, in order to improve the recognition of parents. Thus further influencing freshmen' sense of identity to school, forming a three-way joint effort of family, individual and school, jointly help freshmen adapt to university life. At the same time, adaptive education should be sustained. According to the time nodes of enrollment, different problems around adaptability should be solved one by one to maintain the improvement of the freshmen adaptability.

#### **5.2 Timely Intervention of Career Education**

The urgency of career planning is more prominent in the new college entrance examination

reform. Clear career planning can promote the students' learning progress, growth and career development. Career education also profoundly embodies the goal connotation of realizing individual overall development with national and social development<sup>[5]</sup>.

Career education contains two parts: academic career education and career education. Academic career education mainly guides students to understand themselves, formulate academic plans that conform to personal characteristics, encourage students comprehensive development, and improve personal competitiveness. This plan is related to personal lifelong development. Career planning education helps students to find their potential, plan career, inspire students to contribute to the development of the country and society, combine personal development with national development, and achieve common goals.

University can carry out academic career education in the first year, encourage students fully understand themselves, set academic goals, establish a correct view of learning and life, supervise students' academic progress, and revise goal. The sophomores and juniors conscientiously carry out their academic planning, such as having new understanding of themselves and planning, correct direction during execution; improving their professional quality and comprehensive ability. At the same time, students begin to contact career education. Career education guide students to combine personal development with social development, analyze their personal strengths, guide students to have a sense of social responsibility, and establish a job ideal career, conscientiously do a good job in career planning.

### **5.3 Basic Academic Support**

Under the situation of the new college entrance examination reform, subject selection may lead to the lack of solid professional learning foundation and the difficulty of professional in-depth learning.

According to majors' characteristics and requirements, university can find out the real situation of students' basic knowledge after registration, and make up for the shortcomings of the students with weak basic knowledge, in order to improve the students' ability to learn the major. Taking the food science and engineering major of Nanjing University of Finance and Economics as an example, in Shanghai, Zhejiang Province, examinee only have studied one course of physics, chemistry, biology, and then he can choose this major. However, if a student who has not studied chemistry enters the major, it is difficult to study. If university can offer basic chemistry course in the first grade, it will help these students to strengthen the basic knowledge, which is very beneficial to their later learning.

In addition, due to the differences of high schools' quality-oriented education among various provinces, students of different categories (urban and rural) enter the same learning platform, but basic quality is not the same. For example, the students from Beijing are very proficient in computer, but the rural examinees from remote mountainous areas only stay in the short-term high school computer course. If they enter the computer professional learning together, the difference of professional basis will affect the students' confidence in professional learning; so it is very important to supplement basic knowledge for freshmen.

## **6. Conclusion**

Under the situation of college entrance examination reform, the problems in some aspects are prominent. Take into student-centered, student-friendly ways, their practical problems, and then carry out innovative ideological and political education. We should help students better adapt to the university, improve the recognition of major; guide students to make career planning; timely provide students with academic assistance, and effectively solve the outstanding problem. This all is the key to help college students grow up, and is also highly integrated with the goal of ideological and political education.

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